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ABSTRACT

This self-instructional module, the twelfth in a series of 16 on techniques for coordinating work experience programs, deals with regular coordination activities. Addressed in the module are: (1) the nature and scope of the regular coordination activities that must be conducted by teacher-coordinators, and (2) the effective management of regular coordination activities. The module includes a series of pretests, learning activities, and self-checks; sample forms; a posttest; answers to the pretests and posttest; and a list of additional resources. (MN)

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Regular Coordination Activities

ED233154

This module contains two major parts:

1. The printed material on regular coordination activities that can be used to improve vocational education provided through the work experience program.
2. Sample forms for completing regular coordination activities.

Prerequisites for module: All preceding module in this series.

When you have completed this module, you will:

GOAL 1: Understand the regular coordination activities to be completed by the teacher-coordinator.

GOAL 2: Be able to effectively manage regular coordination activities.

To begin this self-instructional module, please turn to the pre-test on page 2.

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The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

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Module 1: Values of Cooperative Training - Dr. Steven Corbin
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The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
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The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
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1982

PRE-TEST: GOAL NUMBER 1

UNDERSTAND THE REGULAR COORDINATION ACTIVITIES TO BE COMPLETED BY THE TEACHER-COORDINATOR

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the Pretest. If you do not wish to take the Pre-Test, turn to page 3 for the Learning Activities.

1. What is the value of maintaining a schedule of regular coordination activities throughout the year?

2. List at least ten specific coordination activities (in addition to major coordination tasks) that a teacher coordinator should complete during the school year.

DIRECTIONS: When finished with the Pre-test, please turn to page 20 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 3-6.

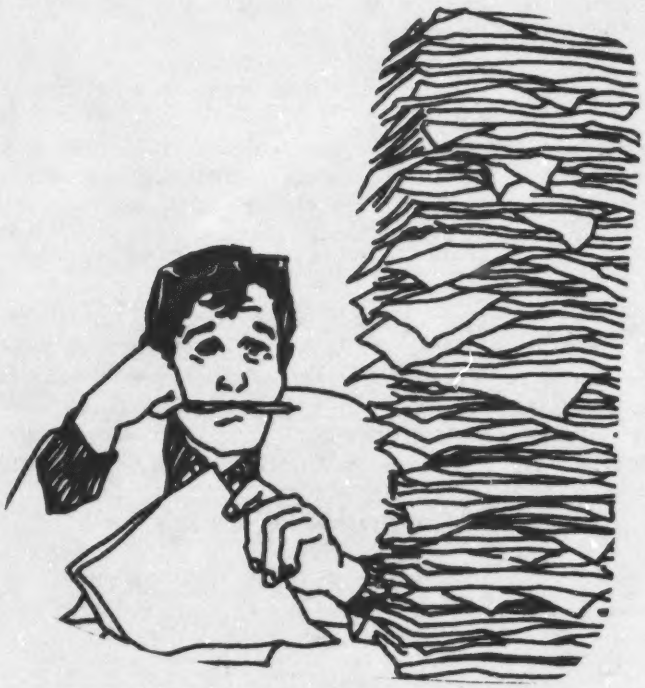
LEARNING ACTIVITIES

GOAL 1: UNDERSTAND THE REGULAR COORDINATION ACTIVITIES TO BE COMPLETED BY THE TEACHER-COORDINATOR

DIRECTIONS: Please read pages 3-6 of the module and complete the self-check on page 7.

INTRODUCTION:

The unique quality of the cooperative method of vocational education is the coordination of classroom instruction with the training that is provided on the job. Without the directed learning that is provided through effective coordination, the program becomes little more than work release for the student. It is the responsibility of the teacher-coordinator to insure that effective coordination does occur so that students receive full benefit from the program.



Continuing Coordinator Activities

Within the daily schedule of each work experience teacher-coordinator, one or more class periods is designated as coordination time. That time should be planned and organized just as carefully as any other class for which the teacher is preparing. It should not be used as a planning period for other classes, a time to schedule committee meetings, or a chance to escape to the teacher's lounge. Instead it should be used as a time to insure that effective training is available and is being provided for each student.

The major coordination tasks have been outlined and discussed in previous modules. Each of the tasks is an important element of effective program operations. Specific procedures should be planned and implemented in completing each of the major coordination tasks. In addition to those major tasks, a variety of continuing coordination activities must be completed by the teacher-coordinator. While these activities are less specifically defined than the other tasks, the activities should also be carefully planned and implemented. Maintaining a complete schedule of ongoing coordination activities will make the difference between an average cooperative work experience program an an outstanding program.

After each student is placed in an appropriate training station and the orientation training and training plan have been implemented, attention should be directed toward maintaining an effective schedule of continuing coordination activities. The following list describes each of those activities.

1. Inform Training Sponsor of Classroom Activities

Training sponsors frequently have stated that they don't know what is taught in the vocational education classroom. You should provide each training sponsor with a brief description of your program. On a regular basis, you can update the training sponsor about the student's classroom activities. In this way, experiences on the job can be more directly related to classroom instruction.

Training sponsors will find it useful and interesting to understand (see examples of) student activities and projects from time to time. They also should be informed well in advance of planned field trips, student organization meetings and conferences, and other activities that will involve their student/employee. A brief description of each of the activities rather than just the date and location will help the training sponsor understand the program.

2. Collect Instructional and Resource Materials

Many businesses have a wealth of materials available that would be very useful in your classroom. Some are specific training materials and others are informational materials that could be incorporated into your lesson plans. It is the responsibility of the teacher-coordinator to provide up-to-date information to students. Business resources are an important source of such information.

Many large businesses are encouraged by their corporate officers to provide resources to teachers. Others are very cooperative in sharing materials with teacher coordinators. On a regular basis, you should review the current resources being used in your business community: pamphlets, literature, films, video tapes, magazines, etc. Work with your training sponsors and advisory committee members to secure copies of those that will be useful in your classroom.

3. Update Information about Occupations

You can provide a valuable service to your students if you can give them accurate and up-to-date information about potential careers or further training opportunities in selected occupational areas. Part of your coordination time can be spent in collecting occupational information from business people, public and private employment agencies, counselors, and other agencies that can provide placement or training (see Module 15: Support Services). The information can then be organized into career files, incorporated into instructional units, and used at conferences with students, parents and other professionals.

4. Relate Job Training to Classroom Activities

As you make coordination visits, attention should be given to developing direct relationships between what the students are learning in the classroom and their experiences on the job. Training sponsors should be given curriculum outlines at the beginning of the school year; they should be updated regularly on classroom activities

and encouraged to keep training as closely related as possible. Students should be given assignments that can be completed through on-the-job activities or through discussions with training sponsors. Through student job performance evaluations and conferences with training sponsors, you should be determining how students can improve their knowledge, skills, and performance on the job through additional instruction in the classroom. Probably the most effective tool available to aid in this task is the training plan. Make sure it is developed carefully and used appropriately throughout the training period.

5. Solve Problems of Students and/or Training Sponsors

Teacher-coordinators should always be aware of the possibility of student or training sponsor problems. Such problems are typically resolved most effectively if they are identified early. Provide ample opportunities for both the training sponsor and the student to discuss the training with you. This is particularly important during the first few weeks of training. Encourage each of them to identify any problems and reinforce the feeling that you are there to help. Make sure the training sponsors know where and when to contact you for assistance and encourage them to call when they have a problem rather than waiting for your next visit to their business.

6. Keep Informed on Wages, Hours, and Working Conditions

Care must be taken to maintain a positive employment experience for each student. Working conditions must be safe and appropriate for learning and hours must be maintained at a time and in numbers that will not interfere with the student's education. Wages should be equal to those of other employees with equivalent duties and experience. Students should be encouraged to complete formal reports of wages, hours, and duties. Spot checks should be made by the coordinator to insure the accuracy of the reports. Regular conferences should be held with training sponsors, particularly when adjustments in hours, wages, or duties are being planned.

7. Help Training Sponsors to Improve Training Methods

The quality and quantity of training provided by training sponsors will vary. It is your responsibilitiy to assist each training sponsor in developing effective training methods. This can be done initially by providing training plans, training agreements, and explaining the responsibilities of the training sponsor to each person. Additional help can be provided through individual conferences discussing unique training needs of students that may result in modification of training methods, materials, and/or equipment. It may be useful to organize some training sponsor development workshops with the assistance of your advisory committee. This can be a very effective way of improving the quality of employee training in your business community.

8. Secure New Training Stations

Obtaining training stations is a year round activity. Time spent during the school year in identifying potential training stations and informing business people of your program can reduce some of the pressures on your time in the spring and fall. Time can be spent working with new businesses or new owners/managers. Also this will be a good opportunity to spend more time with businesspeople who, have been reluctant to provide a training station in the past.

9. Review and Update Training Plans

During the spring when efforts are geared toward completing student evaluations, annual reviews, staffings, and early fall when IEP's are to be written and placements initiated, there may not be enough time to develop new training plans. Coordination activities during these times of year can be spent completing task analysis, identifying additional skills at present training stations, and reviewing and updating your current training plans to meet changing job demands.

10. Improve Public Relations with the Business Community

The support of the business community is critical to the success of the work experience program. A considerable amount of time should be devoted to building that support. Activities can range from the continuing use of radio, newspaper and television for publicity, a regular newsletter mailed to businesspeople, presentations to professional and civic organizations, an active advisory committee, and adult education programs for the business community, to informal visits to business owners and managers by the teacher-coordinator. You should work to become actively involved in the community and insure that the business community understands the value of your program.

11. Find Opportunities for Full-time Employment for Graduating Students

While most schools do not currently provide a comprehensive placement service for graduates, vocational education teacher-coordinators have often been very helpful in locating permanent jobs for graduating students. Maintaining continuing relationships with placement agencies is an initial step. Contacts with business people should focus on the need to keep informed of full-time job openings. Individual counseling sessions with students should be devoted to their future career plans and strategies for securing full-time employment. A listing of Support agencies that can be helpful can be found in Module 15: Support Services.

12. Maintain Employers' Satisfaction with the Program

The close cooperation of businesspeople is essential for the effective operation of a cooperative work experience program. The interest of the businesspeople in providing training and supervision will determine whether the student is involved in a high-quality education experience or just a part-time job.

You, as the teacher-coordinator, must be convinced of the value of the program and of the necessity of effective training. Then you must work closely with training sponsors to assist them in their training responsibilities. Be sure they recognize the value of a well-trained employee and show them how the procedures they are using with the student/employee can easily be used with other employees in the business. Communications and public relations are ongoing coordination activities. Over time the Work Experience Program and the teacher-coordinator should come to be recognized as valuable assets to the business community and as an important source of trained part-time and full-time employees.

SELF-CHECK -- GOAL 1

List the twelve continuing coordination activities describes in the module. Then review the list and prioritize the activities in the order you believe you would complete them. Rank the activity #1 that would be most important in your work experience program, and #12 the activity that would be least important. Give a brief justification for your rankings.

DIRECTIONS: When you have completed the self-check, you should review your answer using the information in the preceding section. If you feel you need additional information, turn to the resources on page 23.

PRE-TEST: GOAL 2

BE ABLE TO EFFECTIVELY MANAGE REGULAR COORDINATION ACTIVITIES

DIRECTIONS: If you wish to attempt the module assessment for Goal 2, complete the two items of the pre-test. If you do not wish to take the pre-test, turn to page 9 to begin the Learning Activities.

1. Describe four types of records that a teacher coordinator should maintain to assist in making coordination visitations.

2. What time schedule should a coordinator use in developing a coordination calendar?

DIRECTIONS: When finished with the pre-test, please turn to page 20 and compare your answers with the Pre-Test Key. If you missed any questions, read the material on pages 9-17.

LEARNING ACTIVITIES

GOAL 2: BE ABLE TO EFFECTIVELY MANAGE REGULAR COORDINATION ACTIVITIES

DIRECTIONS: Please read pages 9-17 of the module and complete the self-check on page 18.

Coordination Management

Coordinating a cooperative work experience program requires that you are able to manage a comprehensive and diverse set of tasks. Considerable preplanning is necessary to avoid a "crisis management" pattern of coordination where the teacher-coordinator moves from one crisis to another.

In order to effectively use the cooperative method as a part of the work experience program, the teacher-coordinator must develop an administrative system that will aid in program management. The set of coordination forms and materials introduced in earlier modules from the backbone of the administrative system. Program brochures, training guides, training agreements, training plans, and evaluation instruments are materials that can be used throughout the year to collect data, communicate with program participants, and preplan coordination activities.

Coordination Records

The teacher-coordinator should develop and carry a coordination notebook which contains basic information about each student and training station. The notebook serves as a useful information source and provides a place for recordkeeping and notetaking for the coordinator to use while out of the office. Examples of the forms to be included in the notebook are described and illustrated below.

1. Student Data

A one-page form should be prepared for each student participating in on-the-job training. The form should include information about the student that the coordinator might need while making coordination visits. Information could include addresses, social security numbers, and phone numbers; parents' names, occupations, and business phone numbers; training sponsor information; school and work schedules. The coordinator may wish to keep a continuing record of coordination visitations and individual conferences on the form. Figure 1 illustrates a student information form.

Student Record

Name _____ S.S.# _____

Address _____

_____ phone _____

Parent _____ _____ _____
name occupation phone

_____ _____ _____
name occupation phone

Business Name _____

Address _____

_____ phone _____

Training Sponsor _____
name

_____
title

Work Schedule

Su _____ W _____

M _____ Th _____

Tu _____ F _____

Sa _____

School Schedule

1st Semester	2nd Semester

Visitation Dates:

Student Conference Dates

Student Information
Figure 1

Visitation Record

In order to maintain a current, comprehensive picture of coordination visits for all students, a coordinator may wish to maintain a record as shown in Figure 2. The form lists all students and the date of each coordination visit. In this way the coordinator can tell at a glance the attention being devoted to each student and each training sponsor.

Visitation and Conference Notes

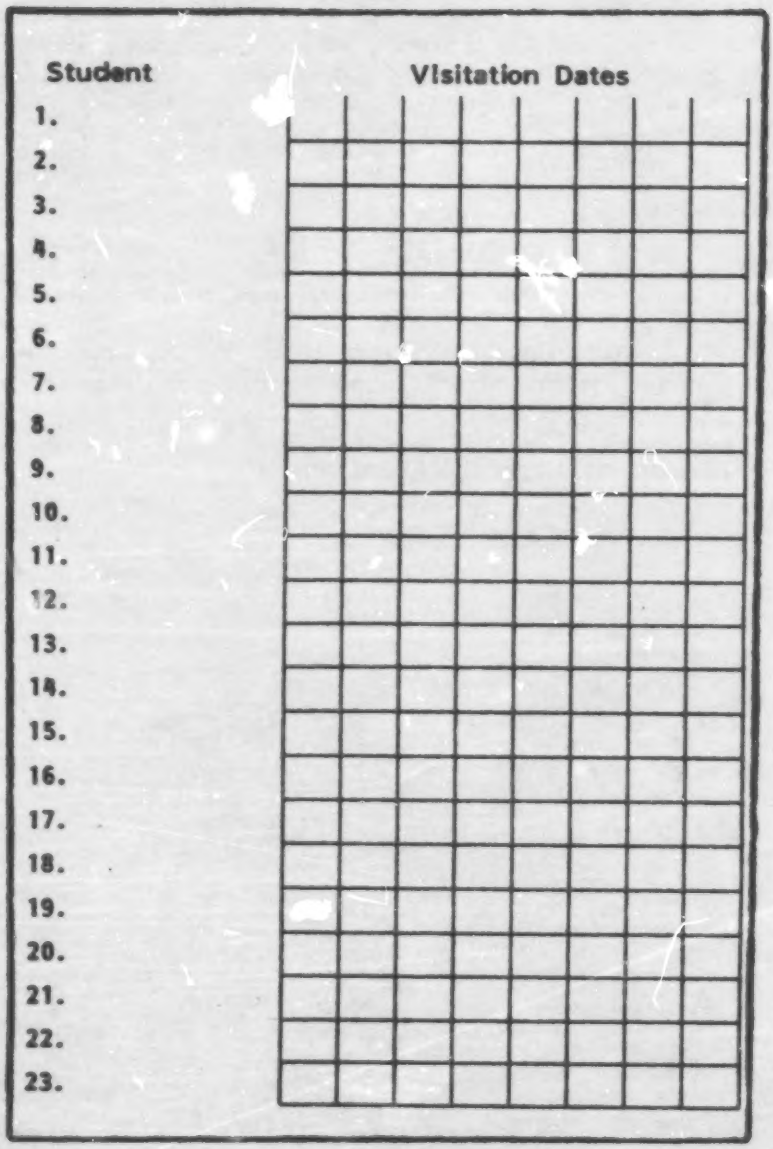
It is important from a professional standpoint to maintain accurate records of all individual conferences with students and training sponsors. While the coordinator is visiting with training sponsors or students on the job, information is gathered that can be used later in planning instruction or in student conferences. The coordinator needs a form on which to record such information for later use. Examples are shown in Figures 3 and 4. Such notes should be transferred onto more permanent records or removed from the notebook and placed in a student folder when the coordinator returns to the school building.

Business Data

It is often necessary while the coordinator is out of the office to have information about various businesses in the community. A form can be developed that includes useful data about each business and provides space for the coordinator to record information on contacts made with the business. An example is shown in Figure 5.

Coordination Calendar

Coordination calls should be preplanned and a calendar developed to show where the coordinator will be working on any given day. The calendar can be tentatively prepared for an entire school year. On a yearly calendar, the coordinator can identify the weeks that will be used for signing training agreements, developing training plans, evaluating students; job performance, securing new training stations, as well as other important coordination activities. Planning well in advance allows the coordinator to realistically allow enough time to complete each major coordination task.



Visitation Record
Figure 3

Student _____

Training Sponsor _____

Date _____ Time _____

Purpose of Visit:

Notes:

Followup Action:

Visitation Notes
Figure 3

Student _____

Date _____ Time _____

Requested by _____

Purpose of Conference:

Notes:

Followup Action:

Conference Notes
Figure 4

Business _____

Address _____

_____ phone _____

Contact Person _____

Title _____

Types of Jobs _____

_____

_____

Record of Contacts

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Business Information
Figure 5

Using the general yearly plan, the coordinator should specifically plan coordination activities for each day of a given month. This monthly plan should be developed during the last week of the preceding month. The plan should be written on the teacher's desk calendar and on a pocket calendar to carry while working in the community.

Again, it should be remembered that coordination time is as important as any other class the coordinator teaches. By identifying coordination activities for each day, the teacher will not be as likely to schedule meetings or complete other tasks during coordination time. Some amount of time should be identified for handling immediate problems or activities that could not be predicted in advance. However, with careful planning and management, those problems should occur infrequently.

Finally, a specific visitation schedule should be developed for each day that the coordinator leaves the school building. The schedule should list each visit and projected time for each visit. Developing such a schedule will help the coordinator plan the sequence of visits to make effective use of coordination time. Planning the amount of time to be spent at each business will allow for the optimum number of visits in a day. The daily schedule should be prepared a day or two in advance. A copy of the schedule should be left in the administrative offices of your school building when you leave so that administrators are aware of your plans and you can be contacted if necessary.

Effective Coordination Communications

Maintaining communications with all persons involved in the work experience program will reduce the number of problems encountered during the year. The forms and procedures described earlier are all important tools in effective communications.

Coordination visitations are used to communicate as well as to gain information. Telephone calls to training sponsors between visits can help to insure that problems are identified early, and will demonstrate to the training sponsor that you are concerned about the progress of the student's training. Encourage training sponsors to call you whenever problems are encountered.

Public relations and program publicity should be planned regularly. Use community media to inform businesspeople and parents of program activities. Professional and civic organizations provide useful forums for communicating with the organization members.

A particularly effective communications tool is a monthly or bimonthly newsletter. A one-page newsletter mailed to training sponsors, advisory committee members and other business people can keep them informed of your program and the activities of your students. You may want to have students take responsibility for the preparation of the newsletter. The newsletter need not be lengthy, but should include information that will be interesting, important and useful to businesspeople. Such items could include a review of current topics being discussed in class, student projects and activities, important dates such as student organization events or field trips, tips on training, a brief article on each student and each cooperating business, excerpts from articles in trade journals and reports on advisory committee meetings.

Administrators should be continually informed of coordination activities and program operation. Weekly or monthly calendars and activity summaries should be provided, and copies of all forms used should be reviewed and approved by administrators. Conferences should be held regularly with your supervisor and, if possible, an annual report should be given to the school board and school administration.

Time Management

For a teacher-coordinator, effective use of time will be a major concern. Without time management skills it will be difficult to accomplish all of the coordination activities necessary to operate a good training program. Time management includespreplanning, organization, prioritizing activities, developing procedures to reduce the amount of time spent on a particular activity, as well as maintaining a good recordkeeping system. From time to time, a coordinator should review the procedures being used to see if there are ways to improve the way they are being implemented or if they can be completed more efficiently. Over time, coordination can become a very systematic and manageable procedure.

SELF-CHECK

Develop the forms you would use to prepare an annual, monthly, and a weekly coordination calendar. Then develop lists of the coordination tasks and activities that you should include in those calendars. (You may need to review other modules to develop the list.)

DIRECTIONS: When you have completed the self-check, you should review your answer using the information in the preceding section. If you feel you need additional information, turn to the resources on page 23.

POST-TEST

1. Develop an annual coordination calendar showing when major coordination tasks and regular coordination activities will be completed.

GOAL 1

1. What is the value of maintaining a schedule of regular coordination activities throughout the year?

   Answers can vary but should stress that coordination insures that learning will occur on the job and in the classroom. Through coordination, the teacher-coordinator is able to assist the student and the training sponsor to structure an effective on-the-job training experience.

2. List at least ten specific coordination activities (in addition to major coordination tasks) that a teacher coordinator should complete during the school year.

   1. Inform Training Sponsor of Classroom Activities
   2. Collect Instructional and Resource Materials
   3. Update Information about Occupations
   4. Relate Job Training to Classroom Activities
   5. Solve Problems of Students and/or Training Sponsors
   6. Keep Informed on Wages, Hours, and Working Conditions
   7. Help Training Sponsors to Improve Training Methods
   8. Secure New Training Stations
   9. Review and Update Training Plans
   10. Improve Public Relations with the Business Community
   11. Find Opportunities for Full-time Employment for Graduating Students
   12. Maintain Employers' Satisfaction with the Program

GOAL 2

1. Describe four types of records that a teacher coordinator should maintain to assist in making coordination visitations.

   Student Information. The form should include information on each student participating in the program. Information the coordinator may need while away from the office should be maintained.

   Visitation Record. A form that lists the date of each visitation for every student in the program.

   Visitation and Conference Notes. A form that a coordinator can use to record important information from student visitations and conferences with employers and students.

   Business Data. The form contains information about businesses that a coordinator may need while away from the office. It can be used to record information on contacts made with the business.

   Coordination Calendar. A calendar should be developed to show planned coordination activities for each day of the school year.

2. **What time schedule should a coordinator use in developing a coordination calendar?**

A general yearly calendar should be developed at the beginning of the year listing major coordination activities. The last week of each month should be used to develop a specific monthly coordination calendar listing planned activities for each day. Finally a detailed weekly calendar should be developed listing daily coordination calls, locations, and anticipated time schedule.

POST-TEST KEY

1. Develop an annual coordination calendar showing when major coordination tasks and regular coordination activities will be completed.

   The calendar should show all major tasks and regular coordination activities scheduled in appropriate sequence with adequate time allowed for completion. The calendar should be completed for each month of the school year.

Additional Resources

1. Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K., Coordination in Cooperative Vocational Education. Charles E. Merrill Publishing Company, Columbus, Ohio, 1975. Chapter 3, pp. 58-79.

2. Category J: Coordination of Cooperative Education (J-1 to J-10 Modules) American Association for Vocational Instructional Materials. Athens, GA, 1978.